DOCUMENT RESUME

ED 318 700 SP 032 195

AUTHOR Sherritt, Caroline A.
TITLE Multicultural Teacher Preparation--A Study of Teacher Migration Patterns and Certification Requirements.
PUB DATE Dec 89
NOTE 12p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Enrollment Trends; Ethnicity; *Faculty Mobility; *Migration Patterns; Minority Groups; *Multicultural Education; Population Distribution; *State Standards; *Teacher Certification; *Teacher Qualifications

ABSTRACT

This paper examines results of a two-part national study on teacher migration and multicultural certification requirements. A survey of states with less than 10 percent minorities revealed that many teachers who find employment in states with high population densities and large numbers of minorities were trained in states with low population densities and few minorities. For example, many teachers from states with few minorities, such as New Hampshire, Idaho, and Maine, find employment in states such as Florida, Texas, California, and New York which have high minority populations. It was also discovered that states with few minorities are more inclined than states with large minority populations to require multicultural credentials for certification. Efforts to enhance multicultural skills among teachers are desultory, lacking in pattern and leadership. However, evidence implies that institutional and discipline based initiatives are developing in the wake of growing numbers of culturally diverse students. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED318700

MULTICULTURAL TEACHER PREPARATION:

A STUDY OF TEACHER MIGRATION PATTERNS AND CERTIFICATION REQUIREMENTS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Sherritt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

WRITTEN BY CAROLINE SHERRITT, PH.D.
ASSISTANT PROFESSOR, DEPARTMENT OF
CURRICULUM AND INSTRUCTION
THE UNIVERSITY OF WYOMING
LARAMIE, WYOMING DECEMBER 1989

SP032 195

BEST COPY AVAILABLE

Abstract

MULTICULTURAL TEACHER PREPARATION: A STUDY OF TEACHER MIGRATION PATTERNS AND CERTIFICATION REQUIREMENTS

Majority minorities will dominate public schools in several states by the turn of the century, a trend that has already started. In 1988, states with more than 20 percent minority populations employed over a million teachers, many from less populous, less culturally diverse states. Teachers are, and will continue to be called upon to address the changing composition of American students. Are they being prepared for this mandate?

This paper examines results of a two part national study on 1) teacher migration and 2) multicultural certification requirements. The following questions are the genesis of the study.

1. Are state accrediting agencies responding to growing minority enrollments by requiring teachers to exhibit some multicultural competence?
2. Are states with large numbers of minorities more likely than states with few minorities to require multicultural competence for certification?
3. Do teacher migration patterns indicate that teachers from largely monocultural states are finding jobs in largely multicultural states?

MULTICULTURAL TEACHER PREPARATION: A STUDY OF TEACHER MIGRATION PATTERNS AND CERTIFICATION REQUIREMENTS

Shortly after the turn of the century, four states will have majority minority "kids" (Hodgkinson, 1989); two more states will have close to 50 percent minority enrollment in their public schools. All six states are populous: California, Texas, Florida, New York, New Jersey, Illinois. Several other states will approach 20 to 30 percent minority representation in schools. Indeed, several cities and regions now have majority minority enrollment. Very closely related are trends which indicate that the fastest growing areas in the United States are the Southwest, Southeast, and Northeast, all with significant ethnic concentrations.

There are states where minority populations are not pervasive. For example, among other low minority states in the 1987 census, Maine had fewer than 2 percent minorities, New Hampshire and Minnesota had less than 5 percent, and Nebraska, Indiana, Massachusetts and Idaho had fewer than 10 percent minority representation in their populations. These states, with the possible exception of Massachusetts, are not in geographic areas of rapid growth: Southwest, Southeast, and Northeast. The three rapid growth areas all have significant ethnic concentrations and contain three states which employ nearly two hundred thousand teachers each.

These demographics suggest that teacher preparation programs and accrediting agencies need to address the changing composition of American students. Requiring teachers to have basic multicultural competence makes a great deal of sense, particularly in states with large numbers of minority students. Following are results of a national study which sought answers to three questions:

1. Are state accrediting agencies responding to growing minority enrollments by requiring teachers to exhibit some multicultural competence?

2. Are states with large numbers of minorities more likely than states with few minorities to require multicultural competence for certification?

3. Do teacher migration patterns indicate that teachers from mostly monocultural states are finding jobs in mostly multicultural states?

PART ONE: TEACHER MIGRATION

A random sample of ten out of twenty states with less than 10 percent minorities was chosen for a survey. Teacher placement offices in the state university and in one private college or university in each of the 10 states were asked to list the top
5 states in which their graduates receive employment.

With a 55 percent return rate (N= 11), data indicate that teachers in states with few minorities are moving to culturally and ethnically diverse states for employment. For example, the 7 states mentioned above, e.g., Maine, New Hampshire, Minnesota, Nebraska, Massachusetts, Idaho, and Indiana, all train some teachers who move to states with large minority populations. Examples of this phenomenon are discussed below.

Parenthetical figures represent the percent of minorities compared to the total population of each state according to a 1987 U. S. Census.

Migration data were reported by teacher placement offices.

Examples of teacher migration

- Approximately 4 percent of Nebraska (6 percent) teachers move to Texas (34 percent) and California (38 percent).
- Indiana (10 percent) places 5 percent of its teachers in Texas.
- Florida (22 percent) and North Carolina (23 percent) are among the top five states to employ teachers from Massachusetts (8 percent).
- Some Idaho (7 percent) teachers go to California.
- New Hampshire (2 percent) and Maine (2 percent) include New York (28 percent) among the top states employing their teachers.
- Minnesota (3 percent) teachers find employment in Florida.

Apparently, states with high population densities and large numbers of minorities are providing jobs for teachers from states with low population densities and few numbers of minorities. Listed below are the numbers of teachers employed in 1988 by states with more than 20 percent minority populations in 1987.

Total Number of Teachers Employed in 1988

By States (and DC) With Largist Minority Populations

State	Percent of Minorities*	Teachers (1,000)**
DC	69 %	5.6
New Mexico	46 %	15.0
California	38 %	196.5
Mississippi	36 %	26.3
Texas	34 %	187.2
Louisiana	31 %	43.0
South Carolina	29 %	34.7
Maryland	28 %	39.6
New York	28 %	176.0
Georgia	25 %	59.4
Alabama	24 %	36.9
Arizona	23 %	25.1
Illinois	23 %	101.7
North Carolina	23 %	59.7
New Jersey	22 %	75.5
Virginia	22 %	60.3
Florida	22 %	95.9

Sources:

* U. S. Bureau of the Census, Current Population Reports, #1019

** NEA Estimates of School Statistics 1987-1988

Conclusions

States with more than 20 percent minorities employed over a million teachers in 1988. Several states, for example, California, Texas, Florida, and New York, import significant numbers of teachers from other places. Since the employing states are in regions which are expected to continue to grow into the next century, and all four have large minority populations, there will continue to be a need for teachers to work with culturally diverse students. Many teachers who find employment in Florida, California, Texas, and New York come from states with few minorities, such as New Hampshire, Idaho, and Maine. In fact, densely populated, culturally diverse states and areas hire many teachers from sparcely populated, monocultural states. Are these migration patterns sufficient to warrant multicultural teacher preparation in largely monocultural states, or are culturally diverse states more likely to assume leadership in training culturally competent teachers? The preceding question is the genesis for part two of the study.

PART TWO: MULTICULTURAL TEACHING CREDENTIALS

States with over 20 percent and under 10 percent minorities were extracted from 1987 census counts. Ten states were randomly selected from each group (N= 20), delineated below.

States (and DC) included with large minority populations

Florida, California, Arizona, New York, Illinois, DC, Georgia, North Carolina, Mississippi, Texas

States included with small minority populations

Maine, New Hampshire, Minnesota, North Dakota, Wisconsin, Indiana, Nebraska, Kentucky, Idaho, Utah

Teacher accrediting agencies in the 20 participating states were sent a mail questionnaire in October 1989 asking if they have a multicultural credential for teacher certification. Sixteen states (80%) responded.

Results

With an 80 percent return, data indicate that multicultural teacher credentials are required by 7 of 16 responding state agencies: Utah, Nebraska, Indiana, New Hampshire, Kentucky, Wisconsin, and California. All but one (California) are states with low numbers of minorities. Thus, any hypothesis that ethnic diversity induces state accrediting agencies to require multicultural teacher credentials is probably false. For eaxample, it is not entirely clear why New Hampshire, with 8 percent minorities, should train teachers multiculturally, but Texas, which has 34 percent minorities, does not.

SUMMARY

Global education reform often evolves from grass roots. Teacher certification requirements for multicultural competence reflect this patchwork approach so indigenous to and treasured in American education. However, there is some evidence that what worked for education in the past has broken down. A desultory and reactive commitment to teaching culturally diverse students may have serious long range effects because there are and will continue to be so many more minorities in public schools than ever before.

This study indicates that teachers are mobile and that many teachers from largely monocultural states are finding employment in multicultural states. In addition, it was discovered that states with few minorities are more inclined than states with large minority populations to require multicultural credentials for certification. It is not clear why this should be so; however, there are

several ways in which to inculcate multicultural awareness and this study focused exclusively on state accreditation. Below are some examples of multicultural preparation which are not part of state certification requirements.

Examples of Multicultural Teacher Preparation
Which Are Not Part of Certification Requirements

* The Far West Laboratory in conjunction with California State University is developing programs to address recruitment, retention, and preparation of teachers for diverse student populations. (Far West Laboratory, 1988)
* Arizona, and other states, have multicultural requirements for bi-lingual teachers.
* Minnesota has a Human Relations course requirement in teacher education curriculum which may include material on racial minorities.
* Massachusetts has a "standard" for teachers to "avoid and discourage racial, sexual, social, ethnic, religious, physical, and other stereotyping." (Commonwealth Bureau of Teacher Preparation Certification and Placement, 1989)
* North Dakota requires prospective teachers to take a class on North Dakota's Native American population.
* Teacher education curricula in several universities, including Ohio State, include mandatory multicultural classes.
* Some disciplines, such as Special Education, are adding multicultural requirements for teachers within their sphere of influence.

Thus, it cannot be said that because a state has no multicultural requirement for teacher certification, teachers in that state are not being trained in multicultural competence. However, California alone among culturally diverse responding states has a multicultural credential for teachers.

Answers to research questions

1. Accrediting agencies are responding to the need for multicultural teacher competence. However, efforts to enhance multicultural skills among teachers are desultory, lacking in pattern and leadership.
2. States with large numbers of minorities appear less inclined than states with few minorities to require that teachers have a multicultural credential for certification. Evidence implies institutional and discipline based initiatives are developing in the wake of growing numbers of culturally diverse students.
3. Teachers from largely monocultural states are finding employment in multicultural states, notably New York, California, Texas, and Florida. This trend, and the growth of majority minorities is likely to continue into the next century.

References

Hodgkinson, H. (1989). The Same Client: The Demographics of Education and Service Delivery Systems. Institute for Educational Leadership, Inc.; Washington, D.C.

Dash, R. (Ed.) (1989). Roundtable Report: Preparing Teachers for Diverse Student Populations. Far West Laboratory; California State University.